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| PREDMET: **Engleski jezik** | | | Razred: **8.** | |
| UDŽBENIK: **Portal to English 4** | | | IZDAVAČ: **Data Status** | |
| NASTAVNIK**:** | | | ŠKOLA: | |
| ČAS BROJ**: 61.** | | ODELJENJE**:** | | DATUM**:** |
| Nastavna tema: | **Tech it easy** | | | |
| Nastavna jedinica: | **Miranda’s Blog** | | | |
| Tip časa: | utvrđivanje | | | |
| Cilj časa: | Učenici će umeti da prepoznaju i imenuju pojmove koji se odnose na temu pisanja blogova, kao i da napišu blog o nezaboravnom iskustvu. | | | |
| Očekivani ishodi: | Po završetku časa učenici će biti u stanju da u usmenoj i pismenoj komunikaciji:  - prepoznaju i imenuju pojmove koji se odnose na pisanje blogova  - razumeju i saopšte složenije iskaze koji se odnose na prenošenje svojih i tuđih mišljenja i reči u sadašnjosti i prošlosti;  - pronađu informaciju čitanjem  - da napišu blog o nezaboravnom iskustvu. | | | |
| Međupredmetne  kompetencije: | digitalna, kompetencija za učenje, odgovorno učešće u demokratskom društvu,  komunikacija | | | |
| Oblik rada: | frontalni, individualni, rad u paru | | | |
| Nastavne metode: | dijaloška, rad na tekstu, metoda pisanja, demonstrativna | | | |
| Nastavna sredstva: | tabla, CD, udžbenik | | | |
| Korelacija sa drugim predmetima: | informatika i računarstvo, srpski jezik i književnost | | | |
| **VREMENSKA STRUKTURA ČASA (TOK ČASA)** | | | | |
| **Uvodni deo:**  (5 minuta) | **Udžbenik 96. strana**  **Look at the pictures and answer the questions. You can use some of the words/ phrases given.**  Nastavnik upućuje učenike na slike u vežbanju i podstiče ih da najpre u paru, a zatim i pred razredom odgovore na pitanja u vežbanju služeći se nekim od datih izraza.  Primer odgovora:  A  • They are probably at home.  • They are probably mother and daughter.  • The girl is showing her mother how to use a laptop.  • The woman is probably frustrated and confused because she doesn’t know how to use the laptop.  The girl looks patient and willing to explain to her mother whatever she needs to learn.  • I have been in a similar position before. Last month, I gave my mother a smartphone for Mother’s Day. She liked the present but didn’t know anything about smartphones, so I showed her how to use it. She was a bit frustrated with it at ­irst, but she understood it once I explained the basic parts. After that, she couldn’t stop using it!  B  • The man is probably at home.  • He is working out by watching an online workout video.  • He seems to be focused on what he’s doing and he’s probably feeling energetic and determined to complete the whole workout.  • No, I have never tried to work out at home. I ­ind the instructions really confusing and I’m easily distracted. I also like to socialise while I’m at the gym. | | | |
| **Glavni deo:**  (30 minuta) | **Write**  **A Discuss**  Učenici diskutuju o pitanjima iz vežbanja.  **Primer odgovora:**  *I really like reading blogs because I can ­ind information about what I’m interested in. Also, I enjoy reading about personal experiences and*  *being able to comment on them or share mine too.*  *I think it’s a great way to express your opinion.*  *I believe that people write blogs to inform others about things they know or to share personal experiences and express their opinion. I’ve written*  *a blog in the past when our school teacher asked us to write about our favourite pastime activities.*  **B Read the blog entry on the right. How many devices failed Miranda? Which ones?**  Učenici čitaju blog i odgovaraju na pitanja. Sledi usmeno izveštavanje.  Nastavnik dodatnim pitanjima proverava razumevanje pročitanog teksta:  *Why was that day so important for Miranda? Because it was the day of her history project presentation.*  *What time did she want to get up? at 6.30*  *What time did the alarm go o­f? at eight o’clock*  *What was wrong with the alarm? Firstly, it didn’t go o­f at 6.30 and secondly when it went o­f it wouldn’t turn o­f.*  *Was Miranda late for the presentation? Yes, she was.*  *Was the teacher angry with her? No, she was very understanding.*  *Was her USB stick working? No, it wasn’t.*  *What did she do? She called her mum to bring her laptop to school.*  *What happened when she turned her laptop on? It crashed.*  *Did Miranda give up? No, she was determined to succeed.*  *How did she manage to give her presentation?*  *She knew everything by heart, so she gave the presentation without the slides.*  *Was her teacher satis­ied with her? Yes, she was fascinated.*  *Was Miranda disappointed in the end? No, she was delighted because she managed to give her presentation even though technology had failed her.*  **C The blog entry Miranda has written has a friendly, chatty tone – it’s as if she’s having a conversation with the reader. Find examples of conversational language in the blog and write them below.**  Učenici u paru pronalaze i pišu primere neformalnih izraza u blogu, a zatim usmeno izveštavaju.  **D Read the blog entry again and find words that mean:**  Učenici ponovo čitaju blog i pišu značenja datih reči. Sledi usmena provera odgovora.  **E Replace the ‘strong’ adjectives in the sentences below with very and the adjectives in the box.**  Učenici menjaju pridev *stong* nekim od ponuđenih sinonima, a zatim usmeno izveštavaju.  **Udžbenik 97. strana**  **F Think about an unforgettable (funny, embarrassing, scary, annoying, etc.) experience that you have had, and describe it in a blog entry.**  Učenici pišu blog o nekom nezaboravnom iskustvu. Nastavnik prati tok aktivnosti i pomaže po potrebi. | | | |
| **Završni deo:**  (10 minuta) | Učenici čitaju svoje blogove. Nastavnik daje povratne informacije i pohvaljuje učenike.  **Domaći zadatak:** Radna sveska 78. i 79. strana. | | | |
| **Digitalna opcija časa** | **IWB:** Nastavnik prikazuje pitanja pomoću interaktivne table.Nakon pojedinačnih odgovora učenika, nastavnik klikom na interaktivnoj tabli u sklopu vežbanja prikazuje tačne odgovore. Nastavnik koristi IWB softver i za reprodukovanje audio i video zapisa. | | | |
| **ZAPAŽANJA O ČASU I SAMOEVALUACIJA** | | | | |
| Problemi koji su nastali i kako su rešeni: | | | | |
| Sledeći put ću promeniti/drugačije uraditi: | | | | |
| Opšta zapažanja: | | | | |